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ABSTRACT

During the Fall Semester of 1976 at The University of North Carolina at Charlotte, approximately 40% of the students enrolled were 25 years of age or older. Many of these older-than-traditional students had returned to college after being away from schooling at least two years; these were the re-entered students. Their problems and needs were, for the most part, unknown to the administration. A mailed questionnaire survey was returned in February, 1977, to assess these areas and to identify the social characteristics of this student population. Results indicated a desire for services, especially those aimed at facilitating transition to academic life, such as a re-entry admissions/counselor; an appropriate orientation to campus; and a special re-entry course. The main problem reported was time management. The respondents were predominantly white, under 30, married, working, beyond their fourth year of college, and had re-entered mainly to earn a degree for personal growth. Although this study is specific to the University of North Carolina, it does provide general information about the needs of re-entry students. (Author)

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NEEDS AND SOCIAL CHARACTERISTICS OF THE RE-ENTERED STUDENT

by

Joan Lourie

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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INTRODUCTION

At The University of North Carolina at Charlotte, as well as across the nation, students twenty-five years of age and older are returning to continue their education. During the Fall Semester of 1976, 7,815 students registered at this university;[1] 38 percent or 2,958 were twenty-five and older.[2] Probably not all these non-traditionally-aged students have re-entered, but just as probably, not all re-entered students are at least twenty-five years old; there is no record of this total population at this time.

Mature students provide an added dimension to academic life plus needed financial support to the university. They do, however, require appropriate and flexible assistance to meet their unique needs, both psychological and academic. Past university programming has been designed to meet the cultural, recreational, and educational needs of the typically-aged student; newly designed programs

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[1] Office of Institutional Research at The University of North Carolina at Charlotte, "U.N.C.C. Fact Book," p. 1-A-2-75.

[2] This number was received from The University of North Carolina at Charlotte Computer Center.

must be implemented to meet these same needs of the non-typically-aged student.

Identifying demographic characteristics, problems involved in re-entry, and practical steps students desire the university to implement will surely increase planning efficiency and programming accuracy. Therefore, it is the purpose of this report to publicize information related to these areas obtained from the survey for re-entered students received February 1, 1977.[3]

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[3] Partial funding was provided by the Office of the Dean of Students, The University of North Carolina at Charlotte, to obtain this information.

DATA

Data was collected from questionnaires mailed in January, 1977, to all students (2,958) twenty-five years of age and older, who were registered at the university Fall Semester, 1976, and returned February 1, 1977. The empirical list of these students was obtained from the University Computer Center. Re-entered students were defined as those students who had been out of school two or more years, only those who fit that definition were asked to fill in and return the questionnaire. The University Computer Center was used to analyze the data. The software consisted of the Statistical Package for Social Sciences (SPSS).

The first section of the questionnaire asked students to select services they would use, if available. These nine questions relate directly to the Office of the Dean of Students and will be presented in tables showing ranked order, by percentage. The third section, that dealing with difficulties incurred upon re-entry will be examined. Questions addressing difficulties experienced will be presented along with the percentage of respondents who owned and disowned the particular difficulty. The fourth section, that involving student demography, will be

described in full. A table will be constructed giving complete percentages for each of the thirteen questions, thus describing the re-entered student body or at least, the respondent student body.

Table 1 reflects re-entered students preference for services which deal primarily with assimilation into the university community. The largest group of students, 322 (55.2 percent) wrote they would use a designated re-entry admissions/counselor, while another 165 (28.3 percent) wrote they might use this service. Totaling these figures, 487 (83.5 percent) students would or might use this service. The second most desirable service was an appropriate orientation to campus; 260 (44.6 percent) would use this service and 180 (30.9 percent) might. Combining these, 440 (75.5 percent) would or might use this orientation. A specialized credit course would be used by 205 (35.2 percent) and might be used by 188 (32.2 percent), adding up to 393 (67.4 percent) of re-entered students who responded positively to this option.

A larger number of students selected might use to would use (or would not use) for social functions with other students and spouses or companions, social functions with other re-entering students, peer counselors for assistance, an exclusive lounge area, and a re-entry column.

TABLE 1

FREQUENCY DISTRIBUTION OF USE OF SERVICES BY RE-ENTERED MALE AND FEMALE UNCC STUDENTS (N = 583) 1977

Services	Would Use Such a Service M	F	Might Use M	F	Would Not Use M	F	Total* M	F
Day Care Center on/near Campus	20 (8.3)	86 (25.7)	41 (16.9)	61 (18.2)	180 (74.4)	185 (55.2)	241 (99.6%)	332 (99.1%)
Exclusive Lounge Area	62 (25.6)	74 (22.1)	86 (35.5)	170 (50.7)	94 (38.8)	90 (26.9)	242 (100%)	334 (99.7%)
Social Functions with Other Re-entering Students	49 (20.2)	48 (14.3)	106 (43.8)	156 (46.6)	87 (36.0)	129 (38.5)	242 (100%)	332 (99.4%)
Social Functions with Other Re-entering Students and Spouses or Companions	53 (21.9)	53 (15.8)	124 (51.2)	166 (49.6)	64 (26.4)	112 (33.4)	241 (99.6%)	331 (98.8%)
Peer Counselors to Assist Me	55 (22.7)	101 (30.1)	105 (43.4)	153 (45.7)	77 (31.8)	73 (21.8)	237 (97.9%)	327 (97.6%)

*Difference between numbers and N is due to non-response (where applicable).

**Difference between percentage and 100% is due to non-response (where applicable).

TABLE 1 (Continued)

Services	Would Use Such a Service M	F	Might Use M	F	Would Not Use M	F	Total* M	F
Peer Counselors-I'd Like to Assist Others	47 (19.4)	62 (18.5)	68 (28.1)	83 (24.8)	105 (43.4)	116 (34.6)	220 (90.9%)	261 (77.9%)
Appropriate Orientation to Campus	84 (34.7)	173 (51.6)	79 (32.6)	100 (29.9)	78 (32.2)	59 (17.6)	241 (99.6%)	332 (99.1%)
Specialized Credit Course for Re-entering Students	84 (34.7)	118 (35.2)	74 (30.6)	112 (33.4)	78 (32.2)	97 (29.0)	236 (97.5%)	327 (97.6%)
Designated Re-entry admissions/ counselor	127 (52.5)	192 (57.3)	67 (27.7)	96 (28.7)	47 (19.4)	42 (12.5)	241 (99.6%)	330 (98.5%)
Re-entry Columns in Campus Newspaper	52 (21.5)	81 (24.2)	89 (36.8)	143 (42.7)	96 (39.7)	106 (31.6)	237 (97.9%)	330 (98.5%)

*Difference between numbers and N is due to non-response (where applicable).

**Difference between percentage and 100% is due to non-response (where applicable).

This seems to show these students were withholding commitment until knowing what the university would include in these services.

Only 485 (83.2 percent) of the total population chose to respond to the question of assisting others as a peer counselor; 110 (18.9 percent) opted to use this service without knowing anything about the service, even if pay was included for this position. More information seemed desirable to 152 (26.1 percent) who wrote they might use this.

The day care center question received the only negative majority response. Since presently re-entered students responded, and no day care service is available, it appears those students who needed this have made other arrangements, and those who could not make adequate arrangements have not re-entered.

Time management was reported to be the greatest difficulty of those shown on Table 2; 348 (59.7 percent) claimed it as applicable to them. Admissions procedures caused the next greatest amount of difficulty with 207 (35.5 percent) expressing this to be a problem. A small percentage of students (more women than men in all three areas) reported some problem with spouses, children, and friends.

These latter areas did not present difficulties to a great number of students now enrolled. It seems

TABLE 2

FREQUENCY DISTRIBUTION OF EXPRESSED DIFFICULTIES
BY RE-ENTERED MALE AND FEMALE UNCC STUDENTS
(N = 583) 1977

Difficulties With	Applicable to Me		Not Applicable to Me		Total*	
	M	F	M	F	M	F**
Spouse Over Re-entry	38 (15.7)	75 (22.4)	204 (84.3)	259 (77.3)	242 (100%)	334 (99.7%)
Children Over Re-entry	16 (6.6)	87 (26.0)	225 (93.0)	248 (74.0)	241 (99.6%)	335 (100%)
Friends Over Re-entry	28 (11.6)	57 (17.0)	213 (88.0)	278 (83.0)	241 (99.6%)	335 (100%)
Admissions Procedures	91 (37.6)	116 (34.6)	150 (62.0)	218 (65.1)	241 (99.6%)	334 (99.7%)
Time Management	138 (57.0)	207 (61.8)	103 (42.6)	124 (37.0)	241 (99.6%)	331 (98.8%)

*Difference between numbers and N is due to non-response (where applicable).

**Difference between percentage and 100% is due to non-response (where applicable).

realistic to believe some potential re-entry students could not surmount these concerns, and did not re-enter; therefore, they did not take part in this survey.

There is a descending order in the number of students in ascending age levels, as seen in Table 3. It is interesting to note the difference in percentages between males and females; 82.6 percent of the males and 67.2 percent of the females were thirty-five and younger. Only 9.9 percent of the males and 19.8 percent of the females were forty and over.

A large majority of re-entered students, male and female, were married. Only 27.6 percent of the males and 26.3 percent of the females were single or single again as shown in Table 6.

Findings in Table 7 show more than one-half of the responding males and two-thirds of the responding females had at least one child; the responsibilities of the majority of re-entered students certainly are more numerous than those of the majority of typically-aged students.

More than one-half of all respondent re-entered students had completed at least four years of college, 50.8 percent of the males and 57.0 percent of the females (see Table 8).

TABLE 3

FREQUENCY DISTRIBUTION OF AGES OF RE-ENTERED MALE AND FEMALE UNCC STUDENTS (N = 583) 1977

Age	M	F	Total*
29 or younger	136 (56.2)	148 (44.2)	284 (48.7%)
30 - 34	64 (26.4)	77 (23.0)	141 (24.2%)
35 - 39	18 (7.4)	44 (13.1)	62 (10.6%)
40 - 44	10 (4.1)	28 (8.4)	38 (6.5%)
45 - 49	9 (3.7)	23 (6.9)	32 (5.5%)
50 - 54	5 (2.1)	13 (3.9)	18 (3.1%)
55 and older	0	2 (0.6)	2 (0.3%)
	242 (100%)	333 (99.4%)	577 (99.0%)

*Difference between numbers and N is due to non-response (where applicable).

**Difference between percentage and 100% is due to non-response (where applicable).

TABLE 4

FREQUENCY DISTRIBUTION OF SEX OF RE-ENTERED UNCC STUDENTS (N = 583) 1977

Sex	N	%
Male	242	41.5
Female	335	57.5
	577*	99.0**

*Difference between numbers and N is due to non-response (where applicable).

**Difference between percentage and 100% is due to non-response (where applicable).

TABLE 5

FREQUENCY DISTRIBUTION OF RACE OF RE-ENTERED MALE AND FEMALE UNCC STUDENTS (N = 583) 1977

Race	M	F	Total*
Black	10 (4.1)	17 (5.1)	27 (4.6%)
White	227 (93.8)	316 (94.3)	543 (93.1%)
Other	2 (0.8)	2 (0.6)	4 (0.7%)
	239 (98.8%)	335 (100%)	574 (98.5%)

*Difference between numbers and N is due to non-response (where applicable).

**Difference between percentage and 100% is due to non-response (where applicable).

TABLE 6

FREQUENCY DISTRIBUTION OF MARITAL STATUS OF RE-ENTERED MALE AND FEMALE UNCC STUDENTS (N = 583) 1977

Marital Status	M	F	Total*
Single	54 (22.3)	42 (12.5)	96 (16.5%)
Married	173 (71.5)	246 (73.4)	419 (71.9%)
Separated	3 (1.2)	18 (5.4)	21 (3.6%)
Divorced	9 (3.7)	25 (7.5)	34 (5.8%)
Widowed	1 (0.4)	3 (0.9)	4 (0.7%)
	240 (99.2%)	334 (99.7%)	574 (98.5%)

*Difference between numbers and N is due to non-response (where applicable).

**Difference between percentage and 100% is due to non-response (where applicable).

TABLE 7

FREQUENCY DISTRIBUTION OF NUMBER OF CHILDREN OF RE-ENTERED MALE AND FEMALE UNCC STUDENTS (N = 583) 1977

Number of Children	M	F	Total*
0	114 (47.1)	113 (33.7)	232 (39.8%)
1	58 (24.0)	62 (18.5)	121 (20.8%)
2	53 (21.9)	101 (30.1)	154 (26.4%)
3	11 (4.5)	33 (9.9)	44 (7.5%)
4	5 (2.1)	15 (4.5)	20 (3.4%)
5 or more	0	10 (3.0)	10 (1.7%)
	241 (99.6%)	334 (99.7%)	581 (99.7%)**

*Difference between numbers and N is due to non-response (where applicable).

**Difference between percentage and 100% is due to non-response (where applicable).

TABLE 8

FREQUENCY DISTRIBUTION OF HIGHEST YEAR OF SCHOOLING OF RE-ENTERED MALE AND FEMALE UNCC STUDENTS (N = 583) 1977

Year Completed	M	F	Total*
High school	8 (3.3)	20 (6.0)	28 (4.8%)
1 year of college	7 (2.9)	17 (5.1)	24 (4.1%)
2 years of college	64 (26.4)	66 (19.7)	131 (22.5%)
3 years of college	40 (16.5)	37 (11.0)	78 (13.4%)
4 years of college	75 (31.0)	137 (40.9)	215 (36.9%)
5 years of college	24 (9.9)	34 (10.1)	59 (10.1%)
6 or more years of college	24 (9.9)	20 (6.0)	44 (7.5%)
	242 (100%)	331 (98.8%)	579 (99.3%)

*Difference between numbers and N is due to non-response (where applicable).

**Difference between percentage and 100% is due to non-response (where applicable).

A vast majority of students travel less than one hour to their classes. Because of the prime location of the campus, a large area falls within an hour's trip, thus including residents of urban, suburban, and rural communities, as reported in Table 9.

Most re-entered students worked (20.6 percent more men than women), and most of these worked at least twenty hours a week. It is understandable that re-entered students expressed time concerns (see Table 10).

Almost half the respondents left college because they had completed a degree; this relates to the large number of graduate re-entered students. A large number of women, almost a third, left to marry and/or raise a family; they have reached another phase of life and now have returned to school (see Table 12).

Table 13 reported that a great majority of re-entered students (79.6 percent) had returned to earn a degree. The reason given by the next largest concentration of respondents was to grow as a person, 58.7 percent males and 69.3 percent females. Job-related reasons were significant.

In Table 14, the largest percentage of males and females had been out of school for two to four years. Only 14.9 percent males and 34.1 percent females had interrupted their schooling for longer than ten years. Slightly more

TABLE 9

FREQUENCY DISTRIBUTION OF TRAVEL TIME BY RE-ENTERED MALE AND FEMALE UNCC STUDENTS (N = 583) 1977

Travel Time	M	F	Total*
Less than 1 hour	218 (90.1)	280 (83.6)	504 (86.4%)
One hour or more but less than 1-1/2 hours	17 (7.0)	44 (13.1)	61 (10.5%)
1-1/2 hours or more but less than 2 hours	5 (2.1)	7 (2.1)	12 (2.1%)
2 hours or more but less than 2-1/2 hours	0	1 (0.3)	1 (0.2%)
2-1/2 hours or more	1 (0.4)	3 (0.9)	4 (0.7)
	241 (99.6%)	335 (100%)	582 (99.8%)

*Difference between numbers and N is due to non-response (where applicable).

**Difference between percentage and 100% is due to non-response (where applicable).

TABLE 10

FREQUENCY DISTRIBUTION OF NUMBER OF RE-ENTERED MALE AND FEMALE UNCC STUDENTS WHO WORK (N = 583) 1977

Work	M	F	Total*
Yes	208 (86.0)	219 (65.4)	432 (74.1%)
No	33 (13.6)	116 (34.6)	150 (25.7%)
	241 (99.6%)	335 (100%)	582 (99.8%)

*Difference between numbers and N is due to non-response (where applicable).

**Difference between percentage and 100% is due to non-response (where applicable).

TABLE 11

FREQUENCY DISTRIBUTION OF HOURS WORKED BY RE-ENTERED MALE AND FEMALE UNCC STUDENTS (N = 583) 1977

Number of Hours	M	F	Total* **
1 - 4	3 (1.2)	6 (1.8)	9 (1.5%)
5 - 9	12 (5.0)	17 (5.1)	29 (5.0%)
10 - 19	14 (5.8)	21 (6.3)	37 (6.3%)
20 or more	178 (73.6)	175 (52.2)	356 (61.1%)
	207 (85.5%)	219 (65.4%)	431 (73.9%)
	(99.4% of working M)	(100% of working F)	(99.7% of Total workers)

*Difference between numbers and N is due to non-response (where applicable).

**Difference between percentage and 100% is due to non-response (where applicable).

TABLE 12

FREQUENCY DISTRIBUTION OF REASONS FOR LEAVING SCHOOL BY RE-ENTERED MALE AND FEMALE UNCC STUDENTS (N = 583) 1977

(More Than One Reason Could Be Given.)

Reasons for Leaving	M	F	Total
To go to work	60 (24.8)	63 (18.8)	125 (21.4%)
To enter military	55 (22.7)	3 (0.9)	59 (10.1%)
To get married and/or raise family	20 (8.3)	103 (30.7)	123 (21.1%)
Lack of funds	29 (12.0)	45 (13.4)	74 (12.7%)
Completed a degree	110 (45.5)	178 (53.1)	291 (49.9%)
Moved	7 (2.9)	29 (8.7)	36 (6.2%)
Other	52 (21.5)	37 (11.0)	90 (15.4%)
	333	458	798

TABLE 13

FREQUENCY DISTRIBUTION OF REASONS FOR RE-ENTERING BY RE-ENTERED MALE AND FEMALE UNCC STUDENTS (N = 583) 1977

(More Than One Answer Could Be Given.)

Reasons for Re-entering	M	F	Total
Not to earn a degree	10 (4.1)	13 (3.9)	23 (3.9%)
To earn a degree	196 (81.0)	263 (78.5)	464 (79.6%)
To advance in present job	81 (33.5)	82 (24.5)	164 (28.1%)
To acquire new relationships	35 (14.5)	58 (17.3)	94 (16.1%)
To train for a change in occupation	105 (43.4)	146 (43.6)	253 (43.4%)
For social status	28 (11.6)	25 (7.5)	54 (9.3%)
To grow as a person	142 (58.7)	232 (69.3)	378 (64.8%)
Other	26 (10.7)	42 (12.5)	68 (11.7%)
	623	863	1,498

TABLE 14

FREQUENCY DISTRIBUTION OF LENGTH OF SCHOOLING INTERRUPTION OF RE-ENTERED MALE AND FEMALE UNCC STUDENTS
(N = 583) 1977

Years	M	F	Total*
2 - 4	117 (48.3)	112 (33.4)	233 (40.0%)
4-1/2 - 10	85 (35.1)	106 (31.6)	193 (33.1%)
10-1/2 - 15	16 (6.6)	50 (14.9)	66 (11.3%)
15-1/2 - 20	14 (5.8)	29 (8.7)	43 (7.4%)
More than 20	6 (2.5)	35 (10.4)	41 (7.0%)
	238 (98.3%)	332 (99.1%)	576 (98.8%)

*Difference between numbers and N is due to non-response (where applicable).

**Difference between percentage and 100% is due to non-response (where applicable).

women who had been out of school for more than twenty years returned than women who had been out for between fifteen and twenty years.

A large majority of male re-entered students (82.6 percent) were under thirty-five years old; 67.2 percent of the women fell within this same age bracket. Most students had been away from schooling ten years or less, but 34 percent of the women who had returned had been away from school ten and one-half or more years, and only 14.9 percent of the men had this long an interruption. More than seven out of ten respondents were married; although the numbers are small, it is a fact that more than double the percentage of women who were separated, divorced, or widowed re-entered than did men in these same circumstances. Approximately two-thirds of the re-entered women had at least one child while just over one-half the men did.

More than half of all re-entered students completed at least four years of college; just 4.8 percent had only completed high school. Almost all the students (96.9 percent) lived within a one and one-half hour trip to the university. Working males comprised 86 percent of the respondents; about three-fourths of these worked twenty or more hours a week. About two-thirds of the re-entered females worked, a little over half of whom worked twenty or more hours a week.

While a large majority of respondents returned to earn a degree, 58.7 percent males and 69.3 females re-entered to grow as a person. Desiring a change in occupation was chosen as a reason for returning by slightly more than two of every five males and females.

Only 22.7 percent of the respondents had a gross family income of under $10,000; 44.2 percent grossed between $10,000 and $19,999 and 30.7 percent grossed $20,000 and over (see Table 15).

In summation, these women wanted all services more than did men, except for the two dealing with socializing (women, finding a fulfilling life independent from spouses or companions, might not have desired an intrusion into that life, even for socializing, and might not have had enough time or perceived freedom to go to socials alone); they expressed more difficulties than did men, excluding that relating to admissions procedures; 20 percent fewer women worked than men, and 20 percent fewer of these women worked twenty hours or more than did men; more than twice the percentage of females to males had been out of school longer than fifteen years; a larger percentage of women than men earned $20,000 or more yearly.

The following tables provide the cross-classification of age with possible services for re-entering students. Frequencies and percentages by age groups are given for the various categories for each of the services investigated.

TABLE 15

FREQUENCY DISTRIBUTION OF 1976 GROSS INCOME
OF RE-ENTERED MALE AND FEMALE UNCC
STUDENTS AND/OR SPOUSES
(N = 583) 1977

Amount	M	F	Total*
$4,999 and under	27 (11.2)	20 (6.0)	47 (8.1%)
$5,000 - 9,999	39 (16.1)	45 (13.4)	85 (14.6%)
$10,000 - 14,999	49 (20.2)	75 (22.4)	126 (21.6%)
$15,000 - 19,999	60 (24.8)	71 (21.2)	132 (22.6%)
$20,000 and over	62 (25.6)	115 (34.3)	179 (30.7%)
Don't know	3 (1.2)	4 (1.2)	7 (1.2%)
	240 (99.2%)	330 (98.5%)	576 (98.8%)**

*Difference between numbers and N is due to non-response (where applicable).

**Difference between percentage and 100% is due to non-response (where applicable).

The most positive response for a day care center (see Table 16a) came from the groups most likely to have children appropriately aged for this service, 42.9 percent of those thirty - thirty-four would or might use it and 41.3 percent of those twenty-five - twenty-nine would or might. A desire for this service lessened as respondents' age increased.

In Table 16b, respondents aged forty-five - forty-nine were more affirmative in stating their desire for an exclusive lounge; however, all groups were fairly consistent in their overall positive view (would or might use total). More people in all classifications, excluding those forty-five - forty-nine, chose to take a wait-and-see attitude, opting for a might use vote.

A greater percentage of respondents in all age classification chose might use regarding social functions with other re-entered students. More than half of all groups responded that they would or might use this service (see Table 16c).

A desire for the enrichment of their social involvements is evidenced in the students' response to social functions with re-entered students and spouses or companions as well as the preceding table. Only a majority of those fifty or older would not use this service, while 80 percent of the forty-five - forty-nine age group would

TABLE 16a

USE OF DAY CARE CENTER ON/NEAR CAMPUS BY
AGE OF RE-ENTERED UNCC STUDENTS
(N = 583) 1977

Age	Would Use Such a Service	Might Use	Would Not Use	Total*
25 - 29	59 (20.8)	58 (20.5)	166 (58.7)	283 (100%)
30 - 34	33 (23.6)	27 (19.3)	80 (57.1)	149 (100%)
35 - 39	7 (11.3)	12 (19.4)	43 (69.4)	62 (100.1%)
40 - 44	3 (7.9)	2 (5.3)	33 (86.8)	38 (100%)
45 - 49	2 (6.7)	3 (10.0)	25 (83.3)	30 (100%)
50 or older	2 (10.0)	0	18 (90.0)	20 (100%)

*This percentage is not 100% due to rounding (where applicable).

TABLE 16b

USE OF EXCLUSIVE LOUNGE AREA BY AGE OF RE-ENTERED UNCC STUDENTS (N = 583) 1977

Age	Would Use Such a Service	Might Use	Would Not Use	Total*
25 - 29	64 (22.5)	131 (46.1)	89 (31.3)	284 (99.9%)
30 - 34	35 (25.0)	57 (40.7)	48 (34.3)	140 (100%)
35 - 39	15 (24.2)	29 (46.8)	18 (29.0)	62 (100%)
40 - 44	7 (18.4)	17 (44.7)	14 (36.8)	38 (99.9%)
45 - 49	12 (37.5)	11 (34.4)	9 (28.1)	32 (100%)
50 or older	3 (15.0)	11 (55.0)	6 (30.0)	20 (100%)

*This percentage is not 100% due to rounding (where applicable).

TABLE 16c

USE OF SOCIAL FUNCTIONS WITH OTHER RE-ENTERING STUDENTS BY AGE OF RE-ENTERING UNCC STUDENTS (N = 583) 1977

Age	Would Use Such a Service	Might Use	Would Not Use	Total*
25 - 29	53 (18.7)	126 (44.4)	105 (37.0)	284 (100.1%)
30 - 34	20 (14.2)	65 (46.1)	56 (39.7)	141 (100%)
35 - 39	12 (19.7)	26 (42.6)	23 (37.7)	61 (100%)
40 - 44	3 (7.9)	17 (44.7)	18 (47.4)	38 (100%)
45 - 49	6 (19.4)	19 (61.3)	6 (19.4)	31 (100.1%)
50 or older	3 (15.0)	9 (45.0)	8 (40.0)	20 (100%)

*This percentage is not 100% due to rounding (where applicable).

or might and 74.6 percent of those twenty-five - twenty-nine would or might (see Table 16d).

In Table 16e, a higher percentage of respondents in all age classifications, except those forty-five - forty-nine, answered they might use peer counselors for assistance. Less than 30 percent of all groups responded negatively, indicating a positive, though wait-and-see attitude by all groups.

The oldest age classifications showed less opposition to being peer counselors than did the younger respondents (Table 16f), perhaps showing more time availability. Those students of all ages responding would use appear to be seeking more campus involvement since they were given no details concerning to position.

In Table 16g, the youngest respondents felt less needs for an appropriate orientation to campus, though a majority of all age classifications responded positively to this service. This service is one of the most desired of those offered by all age groups.

The response of all age classifications to a re-entry course (Table 16h) was positive, about two-thirds answered they would or might use this service. The oldest group responded most favorably to the would use response, indicating most desire for help in assimilation.

TABLE 16d

USE OF SOCIAL FUNCTIONS WITH OTHER RE-ENTERING STUDENTS AND SPOUSE OR COMPANION BY AGE OF RE-ENTERED UNCC STUDENTS (N = 583) 1977

Age	Would Use Such a Service	Might Use	Would Not Use	Total*
25 - 29	63 (22.3)	148 (52.3)	72 (25.4)	283 (100%)
30 - 34	23 (16.3)	70 (49.6)	48 (34.0)	141 (99.9%)
35 - 39	10 (16.4)	29 (47.5)	22 (36.1)	61 (100%)
40 - 44	4 (10.5)	17 (44.7)	17 (44.7)	38 (99.9%)
45 - 49	3 (10.0)	21 (70.0)	6 (20.0)	30 (100%)
50 or older	3 (15.8)	5 (26.3)	11 (57.9)	19 (100%)

*This percentage is not 100% due to rounding (where applicable).

TABLE 16e

USE OF PEER COUNSELORS FOR ASSISTANCE BY AGE OF RE-ENTERED UNCC STUDENTS (N - 583) 1977

Age	Would Use Such a Service	Might Use	Would Not Use	Total*
25 - 29	69 (24.7)	129 (46.2)	81 (29.0)	279 (99.9%)
30 - 34	38 (27.5)	67 (48.6)	33 (23.9(	138 (100%)
35 - 39	19 (31.7)	24 (40.0)	17 (28.3)	60 (100%)
40 - 44	12 (31.6)	16 (42.1)	10 (26.3)	38 (100%)
45 - 49	13 (41.9)	13 (41.9)	5 (16.1)	31 (99.9%)
50 or older	5 (27.8)	9 (50.0)	4 (22.2)	18 (100%)

*This percentage is not 100% due to rounding (where applicable).

TABLE 16f

USE OF PEER COUNSELORS TO ASSIST OTHERS BY AGE OF RE-ENTERED UNCC STUDENTS (N - 583) 1977

Age	Would Not Such a Service	Might Use	Would Not Use	Total*
25 - 29	43 (17.5)	85 (34.6)	118 (48.0)	246 (100.1%)
30 - 34	31 (27.4)	29 (25.7)	53 (46.9)	113 (100%)
35 - 39	13 (23.6)	15 (27.3)	27 (49.1)	55 (100%)
40 - 44	8 (26.7)	9 (30.0)	13 (43.3)	30 (100%)
45 - 49	7 (31.8)	10 (45.5)	5 (22.7)	22 (100%)
50 or older	7 (46.7)	3 (20.0)	5 (33.3)	15 (100%)

*This percentage is not 100% due to rounding (where applicable).

TABLE 16g

USE OF APPROPRIATE ORIENTATION TO CAMPUS BY AGE
OF RE-ENTERED UNCC STUDENTS
(N = 583) 1977

Age	Would Use Such a Service	Might Use	Would Not Use	Total*
25 - 29	127 (44.9)	85 (30.0)	71 (25.1)	283 (100%)
30 - 34	55 (39.0)	45 (31.9)	41 (29.1)	141 (100%)
35 - 39	30 (48.4)	22 (35.5)	10 (16.1)	62 (100%)
40 - 44	19 (51.4)	13 (35.1)	5 (13.5)	37 (100%)
45 - 49	14 (45.2)	10 (32.3)	7 (22.6)	31 (100.1%)
50 or older	12 (63.2)	4 (21.1)	3 (15.8)	19 (100.1%)

*This percentage is not 100% due to rounding (where applicable).

TABLE 16h

USE OF SPECIALIZED CREDIT COURSE FOR RE-ENTERING STUDENTS BY AGE OF RE-ENTERED UNCC STUDENTS (N = 583) 1977

Age	Would Use Such a Service	Might Use	Would Not Use	Total*
25 - 29	95 (34.2)	93 (33.5)	90 (32.4)	278 (100.1%)
30 - 34	45 (33.1)	45 (33.1)	46 (33.8)	136 (100%)
35 - 39	25 (40.3)	24 (38.7)	13 (21.0)	62 (100%)
40 - 44	15 (40.5)	12 (32.4)	10 (27.0)	37 (99.9%)
45 - 49	11 (36.7)	9 (30.0)	10 (33.3)	30 (100%)
50 or older	11 (55.0)	3 (15.0)	6 (30.0)	20 (100%)

*This percentage is not 100% due to rounding (where applicable).

In Table 16i, a re-entry admissions/counselor was most desired of all services offered by all age groups; less than 20 percent of all classifications checked they would not use this service, while more than half checked they would use the service. Age does not seem to be a real factor; the youngest classification was most negative (18 percent would not use) but that amount does not appear to be significant.

A majority of respondents of all ages would or might use a re-entry column in the campus newspaper. A more positive response was recorded for the two oldest classifications, possibly indicating a greater seeking for school related information (Table 16j).

A majority of all age classifications designated a desire, or possible desire, for all services listed, except for the day care center.

Older students, forty and above, ranked the services by the following combination would and might use percentages:

1. 85.2% re-entry admissions/counselor
2. 82.7% appropriate orientation
3. 78.1% peer counselors for assistance
4. 70.1% re-entry course
5. 67.7% exclusive lounge
6. 65.6% peer counselors-I'll assist others
7. 65.1% re-entry column

TABLE 16i

USE OF DESIGNATED RE-ENTRY ADMISSIONS/COUNSELOR BY AGE OF RE-ENTERED UNCC STUDENTS (N = 583) 1977

Age	Would Use Such a Service	Might Use	Would Not Use	Total
25 - 29	150 (53.0)	82 (29.0)	51 (18.0)	283 (100%)
30 - 34	80 (57.6)	42 (30.2)	17 (12.2)	139 (100%)
35 - 39	39 (63.9)	14 (23.0)	8 (13.1)	61 (100%)
40 - 44	22 (57.9)	10 (26.3)	6 (15.8)	38 (100%)
45 - 49	18 (58.1)	9 (29.0)	4 (12.9)	31 (100%)
50 or older	10 (52.6)	6 (31.6)	3 (15.8)	19 (100%)

TABLE 16j

USE OF RE-ENTRY COLUMN IN CAMPUS NEWSPAPER BY AGE OF RE-ENTERED UNCC STUDENTS
(N = 583) 1977

Age	Would Use Such a Service	Might Use	Would Not Use	Total*
25 - 29	70 (24.8)	105 (37.2)	107 (37.9)	282 (99.9%)
30 - 34	26 (18.7)	66 (47.5)	47 (33.8)	139 (100%)
35 - 39	18 (30.0)	24 (40.0)	18 (30.0)	60 (100%)
40 - 44	7 (18.4)	13 (34.2)	18 (47.4)	38 (100%)
45 49	5 (17.2)	16 (55.2)	8 (27.6)	29 (100%)
50 or older	7 (36.8)	8 (42.1)	4 (21.1)	19 (100%)

*This percentage is not 100% due to rounding (where applicable).

8. 64.0% socials with other students
9. 60.9% socials with students and spouses or companions
10. 15.7% day care center

A majority of respondents aged thirty - thirty-nine, also responded favorably to all services offered except the day care center. The ranking of their answers to would and might use is:

1. 87.5% re-entry admissions/counselor
2. 74.9% appropriate orientation
3. 74.7% peer counselors for assistance
4. 70.2% re-entry course
5. 67.3% exclusive lounge
6. 67.3% re-entry column
7. 65.3% socials with students and spouses or companions
8. 60.9% socials with other students
9. 52.3% peer counselors-I'll assist others
10. 39.1% day care center

A majority of twenty-five - twenty-nine year olds also endorsed these services, again excluding day care service. They ranked the services as follows:

1. 82.0% re-entry admissions/counselor
2. 74.9% appropriate orientation
3. 74.6% socials with students and spouses or companions

4. 68.6% exclusive lounge
5. 67.7% re-entry course
6. 63.1% socials with other students
7. 62.0% re-entry column
8. 60.9% peer counselors for assistance
9. 52.1% peer counselors-I'll assist others
10. 41.3% day care center

In Table 19, the greatest percentage of respondents in all age groups were married; the largest percentage of single students were twenty-five - twenty-nine, as one would anticipate. That only a small percentage of these students were separated or divorced shows there is no trend to return to school for obtaining or updating a career, when one again joins the ranks of the single.

While 39.5 percent of all the re-entered students did not have children (Table 20), 31.8 percent of these non-parents were in the twenty-five - twenty-nine age bracket.

Table 21 shows a majority of respondents completed at least four years of college; because of the ambiguity of the question as presented, it is not known if the respondents had completed that amount of schooling at the time of re-entry or at the time of answering the questionnaire.

TABLE 17

FREQUENCY DISTRIBUTION OF SEX BY AGE OF
RE-ENTERED UNCC STUDENTS
(N = 583) 1977

Age	M	F	Total
25 - 29	136 (47.9)	148 (52.1)	284 (100%)
30 - 34	64 (45.4)	77 (54.6)	141 (100%)
35 - 39	18 (29.0)	44 (71.0)	62 (100%)
40 - 44	10 (26.3)	28 (73.7)	38 (100%)
45 - 49	9 (28.1)	23 (71.9)	32 (100%)
50 or older	5 (25.0)	15 (75.0)	20 (100%)

Women comprised 72.4% of the respondents 35 and older and 57.5% of total respondents.

TABLE 18

FREQUENCY DISTRIBUTION OF RACE BY AGE OF RE-ENTERED UNCC STUDENTS (N = 583) 1977

Age	Black	White	Total
25 - 29	18 (6.5)	260 (93.5)	278 (100%)
30 - 34	2 (1.4)	138 (98.6)	140 (100%)
35 - 39	1 (1.6)	61 (98.4)	62 (100%)
40 - 44	5 (13.2)	33 (86.8)	38 (100%)
45 - 49	1 (3.1)	31 (96.9)	32 (100%)
50 or older	0	20 (100)	20 (100%)

The total number of Black respondents equaled .05% and those 30 and over, .02%. Total Black enrollment at the university was 7.5%.

TABLE 19

FREQUENCY DISTRIBUTION OF MARITAL STATUS BY AGE OF RE-ENTERED UNCC STUDENTS (N = 583) 1977

Age	Single	Married	Separated	Divorced	Total*
25 - 29	77 (27.1)	188 (66.2)	7 (2.5)	12 (4.2)	284 (100%)
30 - 34	13 (9.4)	106 (76.3)	8 (5.8)	12 (8.6)	139 (100.1%)
35 - 39	2 (3.3)	51 (83.6)	4 (6.6)	4 (6.6)	61 (100.1%)
40 - 44	3 (8.1)	29 (78.4)	2 (5.4)	3 (8.1)	37 (100%)
45 - 49	0	29 (96.7)	0	1 (3.3)	30 (100%)
50 or older	1 (5.3)	16 (84.2)	0	2 (10.5)	19 (100%)

*This percentage is not 100% due to rounding (where applicable).

TABLE 20

FREQUENCY DISTRIBUTION OF NUMBER OF CHILDREN
BY AGE OF RE-ENTERED UNCC STUDENTS
(N = 583) 1977

Age	0	1	2	3	4	5 or More	Total*
25 - 29	183 (64.7)	65 (23.0)	31 (11.0)	3 (1.1)	1 (0.4)	0	283 (100.2%)
30 - 34	37 (26.4)	31 (22.1)	62 (44.3)	9 (6.4)	1 (0.7)	0	140 (99.9%)
35 - 39	2 (3.2)	11 (17.7)	25 (40.3)	14 (22.6)	7 (11.3)	3 (4.8)	62 (99.9%)
40 - 44	3 (7.9)	4 (10.5)	17 (44.7)	8 (21.1)	4 (10.5)	2 (5.3)	38 (100%)
45 - 49	1 (3.1)	4 (12.5)	9 (28.1)	8 (25.0)	5 (15.6)	5 (15.6)	32 (99.9%)
50 or older	1 (5.0)	5 (25.0)	10 (50.0)	2 (10.0)	2 (10.0)	0	20 (100%)

*This percentage is not 100% due to rounding (where applicable).

TABLE 21

FREQUENCY DISTRIBUTION OF HIGHEST YEAR OF SCHOOLING BY AGE OF RE-ENTERED UNCC STUDENTS (N = 583) 1977

	High School	1 Year of College	2 Years of College	3 Years of College	4 Years of College	5 Years of College	6 or More Years of College	Total*
25 - 29	11 (3.9)	13 (4.6)	73 (25.8)	42 (14.8)	99 (35.0)	29 (10.2)	16 (5.7)	283 (100%)
30 - 34	4 (2.9)	4 (2.9)	29 (20.9)	19 (13.7)	53 (38.1)	19 (13.7)	11 (7.9)	139 (100.1%)
35 - 39	4 (6.5)	4 (6.5)	15 (24.2)	8 (12.9)	22 (35.5)	6 (9.7)	3 (4.8)	62 (100.1%)
40 - 44	4 (10.8)	2 (5.4)	6 (16.2)	4 (10.8)	15 (40.5)	0	6 (16.2)	37 (99.9%)
45 - 49	3 (9.4)	0	5 (15.6)	3 (9.4)	15 (46.9)	2 (6.3)	4 (12.5)	32 (100.1%)
50 or older	2 (10.0)	1 (5.0)	2 (10.0)	1 (5.0)	8 (40.0)	2 (10.0)	4 (20.0)	20 (100%)

*This percentage is not 100% due to rounding (where applicable).

In Table 22, age does not seem to be a factor in the amount of time the respondents traveled to the university, except for the older groups, forty-five and over, who did not travel more than one and one-half hours.

Most respondents work, regardless of age (Table 23); there is no appreciable variation in percentages by age bracket.

The greatest percentage of working respondents in all age brackets worked twenty hours or more per week. There is no way to ascertain the percentage of people who worked part-time or full-time (Table 24).

Respondents were permitted to select more than one reason for leaving school (see Table 25). Percentages shown indicate the portion of that age group who selected that reason. The most common reason for all ages for leaving school was the completion of a degree. Secondary reasons, for twenty-five - twenty-nine year olds and for forty - forty-four year olds was to go to work, for thirty - thirty-nine year olds, plus forty-five - forty-nine year olds, - to get married and/or raise a family. Those in their fifties had other non-defined reasons.

The most widely accepted reason for re-entry (see Table 26) was to earn a degree, and next most preferred reason was for personal growth. Since a respondent could

TABLE 22

FREQUENCY DISTRIBUTION OF TRAVEL TIME BY AGE OF RE-ENTERED UNCC STUDENTS (N = 583) 1977

Age	Less Than 1 Hour	1-1-1/2 Hours	1-1/2 Hours or More	Total*
25 - 29	244 (86.2)	30 (10.6)	9 (3.2)	283 (100%)
30 - 34	121 (85.8)	16 (11.3)	4 (2.8)	141 (99.9)
35 - 39	53 (85.5)	6 (9.7)	3 (4.8)	62 (100%)
40 - 44	35 (92.1)	2 (5.3)	1 (2.6)	38 (100%)
45 - 49	28 (87.5)	4 (12.5)	0	32 (100%)
50 or older	17 (85.0)	3 (15.0)	0	20 (100%)

*This percentage is not 100% due to rounding (where applicable).

TABLE 23

FREQUENCY DISTRIBUTION BY AGE OF NUMBER OF RE-ENTERED UNCC STUDENTS WHO WORK (N = 583) 1977

Age	Do Work	Don't Work	Total*
25 - 29	221 (78.1)	62 (21.9)	283 (100%)
30 - 34	98 (69.5)	43 (30.5)	141 (100%)
35 - 39	42 (67.7)	20 (32.3)	62 (100%)
40 - 44	28 (73.7)	10 (26.3)	38 (100%)
45 - 49	22 (68.8)	10 (31.3)	32 (100.1%)
50 or older	16 (80.0)	4 (20.0)	20 (100%)

*This percentage is not 100% due to rounding (where applicable).

TABLE 24

FREQUENCY DISTRIBUTION OF HOURS WORKED BY AGE OF RE-ENTERED UNCC STUDENTS (N = 583) 1977

Age	1-4	5-9	10-19	20 or More	Total*
25 - 29	4 (1.8)	15 (6.8)	23 (10.5)	177 (80.8)	219 (99.9%)
30 - 34	1 (1.0)	6 (6.1)	6 (6.1)	85 (86.7)	98 (99.9%)
35 - 39	1 (2.4)	2 (4.8)	1 (2.4)	38 (90.5)	42 (100.1%)
40 - 44	2 (7.4)	4 (14.8)	2 (7.4)	19 (70.4)	27 (100%)
45 - 49	0	1 (4.2)	3 (12.5)	20 (83.3)	24 (100%)
50 or older	1 (6.3)	1 (6.3)	0	14 (87.5)	16 (100%)

*This percentage is not 100% due to rounding (where applicable).

TABLE 25

FREQUENCY DISTRIBUTION OF REASONS FOR LEAVING SCHOOL BY AGE OF RE-ENTERED UNCC STUDENTS (N = 583) 1977

Reasons for Leaving	25-29	30-34	35-39	40-44	45-49	50 or Older	Total
To go to work	66 (23.2)	25 (17.7)	14 (22.6)	11 (28.9)	4 (12.5)	3 (15.0)	123
To enter military	34 (12.0)	14 (9.9)	4 (6.5)	2 (5.3)	4 (12.5)	0	58
To get married and/or raise family	48 (16.9)	35 (24.8)	20 (32.3)	10 (26.3)	8 (25.0)	2 (10.0)	123
Lack of funds	42 (14.8)	9 (6.4)	9 (14.5)	6 (15.8)	6 (18.8)	2 (10.0)	74
Completed a degree	140 (49.3)	77 (54.6)	29 (46.8)	19 (50.0)	13 (40.6)	10 (50.0)	288
Moved	23 (8.1)	6 (4.3)	5 (8.1)	1 (2.6)	0	1 (5.0)	36
Other	52 (18.3)	17 (12.1)	9 14.5)	3 (7.9)	4 (12.5)	4 (20.0)	89

TABLE 26

FREQUENCY DISTRIBUTION OF REASONS FOR RE-ENTERING BY AGE OF RE-ENTERED UNCC STUDENTS (N = 583) 1977

Reasons for Re-entering	25-29	30-34	35-39	40-44	45-49	50 or Older	Total
Not to earn a degree	12 (4.2)	6 (4.3)	1 (1.6)	2 (5.3)	0	2 (10.0)	23
To earn a degree	232 (81.7)	107 (75.9)	53 (85.5)	30 (78.9)	25 (78.1)	12 (60.0)	459
To advance in present job	76 (26.8)	45 (31.9)	15 (24.2)	12 (31.6)	10 (31.3)	5 (25.0)	163
To acquire new relationships	53 (18.7)	18 (12.8)	8 (12.9)	6 (15.8)	6 (18.8)	2 (10.0)	93
To train for a change in occupation	127 (44.7)	67 (47.5)	20 (32.3)	17 (44.7)	13 (40.6)	7 (35.0)	251
For social status	34 (12.0)	10 (7.1)	3 (4.8)	2 (5.3)	3 (9.4)	1 (5.0)	53
To grow as a person	179 (63.0)	90 (63.8)	39 (62.9)	26 (68.4)	26 (81.3)	14 (70.0)	374
Other	31 (10.9)	16 (11.3)	7 (11.3)	7 (18.4)	6 (18.8)	1 (5.0)	68

make any number of replies, it is not possible to state categorically that vocational rather than social-emotional needs predominated in these students' decisions to return to school.

In Table 27, a staircase effect is shown - a majority of the younger students experienced a shorter interruption (of course) and a majority of the oldest students (forty-five and over), the longest interruption. A majority of each bracket in between fell into subsequently longer periods of time away from schooling.

Income increased as age increased (Table 28). Few respondents, even in the twenty-five - twenty-nine age bracket, had an income of less than $5,000.

A majority of respondents of all age classifications had commonalities. Most were female, white, and married; a majority had worked twenty or more hours weekly, traveled less than an hour to the university, and left school because they had finished four years and had completed a degree; most returned to get a degree, to grow as a person, and to train for a change in occupation - in that order.

Individual age classification factors included:

-25-29 - a majority of respondents were of this age group. They were mainly childless, had been away from schooling two to four years, and had earned at least $10,000 yearly.

TABLE 27

FREQUENCY DISTRIBUTION OF LENGTH OF SCHOOLING INTERRUPTION BY AGE OF RE-ENTERED UNCC STUDENTS (N = 583) 1977

Age	2-4	4-1/2-10	10-1/2-15	15-1/2-20	More than 20	Total
25 - 29	191 (68.5)	88 (31.5)	0	0	0	279 (100%)
30 - 34	24 (17.1)	88 (62.9)	27 (19.3)	1 (0.7)	0	140 (100%)
35 - 39	8 (12.9)	4 (6.5)	32 (51.6)	18 (29.0)	0	62 (100%)
40 - 44	1 (2.6)	5 (13.2)	3 (7.9)	18 (47.4)	11 (28.9)	38 (100%)
45 - 49	1 (3.1)	4 (12.5)	2 (6.3)	5 (15.6)	20 (62.5)	32 (100%)
50 or older	4 (21.1)	2 (10.5)	2 (10.5)	1 (5.3)	10 (52.6)	19 (100%)

TABLE 28

FREQUENCY DISTRIBUTION OF 1976 GROSS INCOME BY AGE OF RE-ENTERED UNCC STUDENTS AND/OR SPOUSES (N = 583) 1977

Age	$4,999 and under	$5,000-9,999	$10,000-14,999	$15,000-19,999	$20,000 and over	Total*
25 - 29	38 (13.7)	56 (20.1)	84 (30.2)	52 (18.7)	48 (17.3)	278 (100%)
30 - 34	5 (3.6)	18 (13.1)	22 (16.1)	43 (31.4)	49 (35.8)	137 (100%)
35 - 39	1 (1.7)	8 (13.6)	7 (11.9)	15 (25.4)	28 (47.5)	59 (100.1%)
40 - 44	1 (2.7)	1 (2.7)	7 (18.9)	6 (16.2)	22 (59.5)	37 (100%)
45 - 49	1 (3.1)	1 (3.1)	1 (3.1)	10 (31.3)	19 (59.4)	32 (100%)
50 or older	1 (5.0)	0	3 (15.0)	5 (25.0)	11 (55.0)	20 (100%)

*This percentage is not 100% due to rounding (where applicable).

-30-34 - most members of this group had two children, had interrupted their schooling four and one-half to ten years, and earned at least $15,000 yearly.

-35-39 - a majority of this age classification had interrupted their studies ten and one-half to fifteen years, had two or more children, and earned $20,000 or more. This is the first group to show a large difference in the percentage of re-entered males and females; all older groups were predominantly female. A smaller percentage of this group worked than of any other age classification; possibly more of these women were homemakers rather than wage-earners.

-40-44 - the largest percentage of black students were members of this age group; a majority had been away from school for fifteen and one-half to twenty years, and had earned $20,000 or more.

-45-49 - more than half had three or more children and had been away from school for at least fifteen and one-half years; the most popular reason for re-entering for this age group was to grow as a person, rather than for a degree (as in younger age classifications); more than 90 percent earned $15,000 up, more than any other age category.

-50 and over - all were white, a larger percentage of this group was divorced than any other age classification, and just as a larger percentage had completed four or more

years of college. This group also chose personal growth as their most popular reason for re-entering.

CONCLUSIONS

The main focus of this study was to determine the problems and needs experienced by re-entered college students, services they desired to address these areas, and the social characteristics of this body.

Analysis of the data indicated some differences between men and women returned students. Women expressed greater difficulties in personal areas (with their spouses, children, and friends), as well as a greater desire for all listed services, except those with a social theme. Men, too, expressed problems and a surprisingly strong desire for services. All respondents indicated their greatest difficulty was time management and their greatest desire was for services aimed at facilitating transition to academic life, i.e., a re-entry admissions/counselor, an appropriate orientation to campus, and a special re-entry course.

In spite of the low response rate of this study (approximately 20 percent), it is significant that the social characteristics of the respondents and the total university population were similar as far as could be ascertained. Those areas for which figures were available were age, sex, race, and marital status.

Additional salient demographic information was as follows: this student body was primarily white, under thirty, married and had at least one child, employed, had an income of $15,000 or more annually, beyond their fourth year of college, and had re-entered mainly to earn a degree and for personal growth.

Recommendations

Working with re-entered students and being involved with research in this area for this past year has given this researcher an opportunity for increased knowledge of this group's needs and desires, as well as a view of the many areas in which services can efficiently be implemented. The following recommendations are based primarily on the respondents' indicated preferences.

The services of a re-entry admissions/counselor were most desired by respondents in this study. An office, opened evenings as well as days, staffed by this person and possibly peer counselors as well, could offer initial reception to prospective students. In addition to this duty, the counselor would coordinate other re-entry activities. Locating this office in Reese Building, near Admissions Office, or in Cone Center in an easily accessible spot, would simplify the search for it by prospective students as well by registered students. Further duties of the

re-entry counselor and support staff might include: the composition of a newsletter listing university services, workshops, and other information pertaining to re-entry; which could be included in a mailing, sent around registration, to all re-entered students; initial counseling for prospective students not entitled to other university professional counseling; short-term counseling for re-entry involved anxieties; leading on-campus workshops, summer and winter, designed to help prospective students deal with concerns of re-entering, and dealing with staff and faculty to facilitate understanding of re-entry fears, concerns, and problems.

A great majority of the respondents indicated a strong desire for counseling; it would seem appropriate for the university to develop a comprehensive program of re-entry counseling and publicize that it is equipped to handle this group's needs and problems (see Appendix A).

Respondents requested an appropriate orientation; enlarging upon the one offered in the past and publicizing it by mailings sent to all re-entering students, not just undergraduates, seems advantageous. A greater number of students probably would attend if it were held at a time generally more convenient for those who were married and had children (into which categories a majority of re-entered students fell), perhaps two days, Saturday and Sunday

afternoons. Offering child care (also as in the past) for younger children does permit greater attendance; thus, it should be continued. Offering a spouse's and an older children's orientation might well help ease the tensions reported as a difficulty encountered upon re-entry by some; offering workshops for families a few times during the school year to deal with problems involving re-entry might also be helpful.

Publicizing the re-entry course, also offered in the past and presenting it on a continuous basis each semester, day and evening, summer as well as winter, if possible, preferably off-campus to include those uncomfortable about traveling to the university, would address the desire expressed by respondents. The course also could be abbreviated and offered as workshops during each semester.

Publicity relating to the newly formed peer counselor group seems important. Placing eye-catching posters in key positions on-campus, such as in the Bookstore calendar area and at soda and coffee machines all over campus would surely increase re-entered students' awareness of this beginning service. Off-campus publicity, in newspapers and on radio and TV public service announcements, would inform prospective students as to when knowledgeable people would be available on campus to answer questions. Announcements could also be used to notify interested groups in the

community that these re-entered students would be available for speaking engagements, and how arrangements for this service could be made.

Socials for students and also students and spouses or companions would probably be most successful if designed and implemented primarily by re-entered students themselves. Therefore, it would seem advantageous to form a task force of returned students of various ages as well as both sexes for two reasons: (1) to permit those with most knowledge, and probably most enthusiasm, to organize the socials; and (2) to create a new opportunity for student involvement. Suggestions for such functions could be on-campus evening singles' socials, which would produce an atmosphere in which people of fairly similar intellectual interests could meet; family groupings (such as weekend afternoon picnics on campus for specific majors, i.e., counselors, which could include invitations to their faculty), or implementing the suggestion made during Fall, 1976, to hold a pre-game or post-game party involving a basketball game.

A re-entry column in the campus newspaper would be a vehicle for disseminating information to this student segment. A re-entry reporter, possibly working with the re-entry counselor, could write a "Dear Abby" type column, or could spotlight services, university agencies, workshops, etc. Including an announcement of this in the re-entry counselor's

newsletter would increase awareness of it and, hopefully, use of it.

A day care center on campus would benefit the minority of respondents who requested it, as well as other students not participating in this study and prospective students who have not re-entered because of this need. Organizing it with the advice of faculty (from the College of Human Development and Learning, Psychology Department, and other concerned professors), and staffing it with interns and/or other students in addition to the professional staff, would benefit the children, the student population, and the university.

Difficulty with admissions procedures expressed by many respondents could be alleviated by further sensitizing all admissions staff, graduate and undergraduate, to the problems, emotional and factual, encountered by prospective re-entered students. Workshops designed with this in mind would probably facilitate increased understanding, and lessen the students' difficulties.

Time management, a problem for a majority of respondents, as well as other expressed academic concerns, have been addressed in workshops offered through Educational Services. Perhaps publicizing them more, through the re-entry counselor's newsletter and the re-entry column, and having them available evenings as well as days, would be helpful.

Placing Counseling Center fact sheets on these topics in heavily trafficed area, such as in or near the Bookstore, would also be helpful.

In order to ascertain the number and composition of the re-entered student body, it would seem advisable for this data to be obtained at the same time other demographic information is acquired. These questions could be added to those presented each semester for the university's use.

Limitations

The prime limitation of this study was the low rate of response using the mailed questionnaire. However, this data collection approach was most efficient time-wise as well as being the most economically feasible. Bulk mailing is not as personal as is First Class Mail; some possible participants may have discarded the study without reading it. While return postage was paid by the Dean of Students Office, funds were not available for a follow-up letter to enhance the response rate.

A second limitation was the lack of opportunity for re-entered students to suggest services they desired. An open-ended question could have been a vehicle for this, or a section requesting comments.

An additional limitation was the omission of questions in the demographic section; ascertaining the level

(undergraduate or graduate) of the respondents, the length of time back in school, and the defined work-load of employed students (full or part-time) would have been useful. Because more than one response was permitted, the individual respondent's prime reason for leaving and re-entering school is unknown.

Another limitation was caused by a lack of clarity in some terminology; even though the instrument was pre-tested for explicitness, there were some vague phrases. The terms, "brief hand," "length of time out of school," "fear of succeeding," and "highest year of schooling completed," may not have been precise. A brief explanation accompaning each of these terms on the questionnaire might have been helpful.

Furthermore, a lack of standardized response was a limitation. Using just a "would use - would not use" selection would have been more informative than also using a "would use - might use - would not use" selection.

Suggestions for Further Study

Further research would be beneficial in areas not clarified by this study. One such area is the question of needs, problems, and possible solutions viewed by faculty, administration, and re-entered students' families. A random study, using an interview technique, of these three

groups would elicite information useful to the university.

A further study, obtaining information from people who are not students, but likely to enroll, would be very informative. Those to be surveyed could be selected from rosters of Continuing Education Courses, service organizations, professional groups, etc. Learning the feelings and desires of prospective students could greatly help those planning the support systems for new students.

Additional research into re-entered students' desires and suggestions for further services the university might offer, would be enlightening and helpful. Seeking information about socials, services desired, and the extent to which this group wants to become involved with the university would add additional dimensions. It would seem that peer counselors could be a helpful resource; interviewing people with whom they speak on campus could fulfill this task.

A study concerning orientation would give those organizing this facet of acclamation into the university some valuable information. Learning the most convenient day, and information desired by those attending would surely be helpful.

In order to increase valuable knowledge gained through this study, more useful information could be provided by eliciting answers to the section of the study concerning

difficulties and concerns on a continuum. This would be a much more precise gauge for assessing the degree of feelings of the respondents.

APPENDIX A

TABLE 29

NUMBER OF COUNSELING SERVICES DESIRED BY AGE OF RE-ENTERED UNCC STUDENTS (N = 583) 1977

Age	0	1	2	3	4	5	Total*
25 - 29	26 (9.2)	33 (11.6)	51 (18.0)	63 (22.2)	67 (23.6)	44 (15.5)	284 (49.2%)
30 - 34	5 (3.5)	12 (8.5)	25 (17.7)	40 (28.4)	39 (27.7)	20 (14.2)	141 (24.4%)
35 - 39	6 (9.7)	8 (12.9)	10 (16.1)	23 (37.1)	7 (11.3)	8 (12.9)	62 (10.7%)
40 - 44	3 (7.9)	3 (7.9)	8 (21.1)	10 (26.3)	10 (26.3)	4 (10.5)	38 (6.6%)
45 - 49	1 (3.1)	5 (15.6)	5 (15.6)	10 (31.3)	9 (28.1)	2 (6.3)	32 (5.5%)
50 and Over	1 (5.0)	3 (15.0)	5 (25.0)	5 (25.0)	5 (25.0)	1 (5.0)	20 (3.5%)
	42 (7.3)	64 (11.1)	104 (18.0)	151 (26.2)	137 (23.7)	79 (13.7)	577 (100.0%)

*Difference between number and N is due to lack of response.

**Percentage shown is total of those responding to this table; it is 99.0% of N.

Note: The five offered counseling services and the percentages of positive response were re-entry counseling, 83.5%; peer counseling, 71.5%; individual, 59.9%; evening, 46.7%; and marital, 26.8%.

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I. Please take the time to answer the following questions carefully and answer with complete honesty. In this section we would like to deal with services being considered for re-entering students. Check the response that most closely describes how you feel.

For office use only.

___ ___ ___ ___ ___
1 2 3 4 5

	Would Use Such A Service	Might Use	Would Not Use	
1. Day care center on/near campus.	(1)_____	(2)_____	(3)_____	___ 6
2. Exclusive lounge area.	(1)_____	(2)_____	(3)_____	___ 7
3. Social functions with other re-entering students.	(1)_____	(2)_____	(3)_____	___ 8
4. Social functions with other re-entering students and spouse or companion.	(1)_____	(2)_____	(3)_____	___ 9
5. Peer counselors				
(a) to assist me	(1)_____	(2)_____	(3)_____	___ 10
*(b) I'd like to assist others.	(1)_____	(2)_____	(3)_____	___ 11
6. Appropriate orientation to campus.	(1)_____	(2)_____	(3)_____	___ 12
7. Specialized credit course for re-entering students.	(1)_____	(2)_____	(3)_____	___ 13
8. Designated re-entry admissions/ counselor.	(1)_____	(2)_____	(3)_____	___ 14
9. Re-entry column in campus newspaper.	(1)_____	(2)_____	(3)_____	___ 15

II. Counseling Centers across the country offer students various services. This section has two parts. Part A deals with services you believe are available to you now. Part B deals with services you would or would not use if all were available. Please check one answer in Part A and one in Part B.

	Presently Available	Not Sure	Presently Unavailable	I Would Use	I Would Not Use	A	B
1. Speed Reading	(1)___	(2)___	(3)___	(1)___	(2)___	___ 16	___ 40
2. Remedial Reading	(1)___	(2)___	(3)___	(1)___	(2)___	___ 17	___ 41
3. Note Taking Study Skills	(1)___	(2)___	(3)___	(1)___	(2)___	___ 18	___ 42
4. Time Management	(1)___	(2)___	(3)___	(1)___	(2)___	___ 19	___ 43
5. Tutorial Help	(1)___	(2)___	(3)___	(1)___	(2)___	___ 20	___ 44
6. Paper-writing skills	(1)___	(2)___	(3)___	(1)___	(2)___	___ 21	___ 45
7. Brief hand	(1)___	(2)___	(3)___	(1)___	(2)___	___ 22	___ 46
8. Individual counseling for school-related and non-school related difficulties	(1)___	(2)___	(3)___	(1)___	(2)___	___ 23	___ 47

*Please stop by Counseling Center or Dean of Students Office for additional information.

	Presently Available	Not Sure	Presently Unavailable	I Would Use	I Would Not Use	A	B
9. Pre-marital, marital, post-marital counseling	(1)___	(2)___	(3)___	(1)___	(2)___	___ 24	___ 48
10. Workshops							
a. Anxiety reduction	(1)___	(2)___	(3)___	(1)___	(2)___	___ 25	___ 49
b. Asser-tiveness Training	(1)___	(2)___	(3)___	(1)___	(2)___	___ 26	___ 50
c. Self-Modification	(1)___	(2)___	(3)___	(1)___	(2)___	___ 27	___ 51
d. Career Development	(1)___	(2)___	(3)___	(1)___	(2)___	___ 28	___ 52
e. Life Planning	(1)___	(2)___	(3)___	(1)___	(2)___	___ 29	___ 53
f. Values Clarification	(1)___	(2)___	(3)___	(1)___	(2)___	___ 30	___ 54
g. Single again	(1)___	(2)___	(3)___	(1)___	(2)___	___ 31	___ 55
h. Communica-tion Skills	(1)___	(2)___	(3)___	(1)___	(2)___	___ 32	___ 56
i. Decision making	(1)___	(2)___	(3)___	(1)___	(2)___	___ 33	___ 57
j. Self-Appreciation	(1)___	(2)___	(3)___	(1)___	(2)___	___ 34	___ 58
k. Marriage Enrichment	(1)___	(2)___	(3)___	(1)___	(2)___	___ 35	___ 59

11.	Career Exploration	(1)___	(2)___	(3)___	(1)___	(2)___	___ ___ 36 60
12.	Vocation & Personality Testing	(1)___	(2)___	(3)___	(1)___	(2)___	___ ___ 37 61
13.	Evening Counseling	(1)___	(2)___	(3)___	(1)___	(2)___	___ ___ 38 62
14.	Education-Vocational Information	(1)___	(2)___	(3)___	(1)___	(2)___	___ ___ 39 63

III. Some re-entering students have experienced difficulties not encountered in previous schooling. Would you take some time to think about the following and check those you feel apply or have applied to you, and those which have not.

	Applicable To Me	Not Applicable To Me	
1. Difficulty with spouse over re-entering	(1)_____	(2)_____	_____ 64
2. Difficulty with children over re-entering	(1)_____	(2)_____	_____ 65
3. Difficulty with friends over re-entering	(1)_____	(2)_____	_____ 66
4. Difficulty with admissions procedures	(1)_____	(2)_____	_____ 67
5. Difficulty with time management	(1)_____	(2)_____	_____ 68

	Applicable To Me	Not Applicable To Me	
6. Lack of time	(1)_____	(2)_____	_____ 69
7. Lack of communication skills	(1)_____	(2)_____	_____ 70
8. Fear of failing	(1)_____	(2)_____	_____ 71
9. Fear of succeeding	(1)_____	(2)_____	_____ 72
10. Fear of dulled memory	(1)_____	(2)_____	_____ 73
11. Fear of not being smart enough	(1)_____	(2)_____	_____ 74
12. Question ability to study and learn	(1)_____	(2)_____	_____ 75
13. Embarrassment at changing goals	(1)_____	(2)_____	_____ 76
14. Embarrassment at age difference compared to other students	(1)_____	(2)_____	_____ 77
15. Guilt for pursuing my own goals	(1)_____	(2)_____	_____ 78
16. Guilt for spending family money on my education	(1)_____	(2)_____	_____ 79
17. Competition with my own children's grades	(1)_____	(2)_____	_____ 80

	1	2	3	4	5
18. Excessive competition with other university students' grades	(1)____		(2)____		

6

IV. This section involves background material. The purpose of this section is to give to the University a composite picture of the re-entering student, which will facilitate planning and implementation of programs that will benefit you as well as future re-entering students. Please check the item that applies to you.

1. Age

(1) ____ 29 or younger
(2) ____ 30 - 34
(3) ____ 35 - 39
(4) ____ 40 - 44
(5) ____ 45 - 49
(6) ____ 50 - 54
(7) ____ 55 and older

7

2. Sex (1) ____ Male

(2) ____ Female

8

3. Race (1) ____ Black
(2) ____ White
(3) ____ Other

9

4. Marital Status (1) ____ Single
(2) ____ Married
(3) ____ Separated
(4) ____ Divorced
(5) ____ Widowed

10

5. How many children do you have?

(1) _____ 0
(2) _____ 1
(3) _____ 2
(4) _____ 3
(5) _____ 4
(6) _____ 5 or more

_____ 11

6. Highest year of schooling completed

(1) _____ high school
(2) _____ 1 year of college
(3) _____ 2 years of college
(4) _____ 3 years of college
(5) _____ 4 years of college
(6) _____ 5 years of college
(7) _____ 6 or more years of college

_____ 12

7. How long does it take you to get to UNCC?

(1) _____ less than 1 hour
(2) _____ 1 hour or more but less than 1 1/2 hours
(3) _____ 1 1/2 hours or more but less than 2 hours
(4) _____ 2 hours or more but less than 2 1/2 hours
(5) _____ 2 1/2 hours or more

_____ 13

8. Do you work?

(1) _____ Yes
(2) _____ No

_____ 14

9. If the answer to question 8 is "yes", how many hours to the nearest hour do you work per week?

(1) _____ 1-4
(2) _____ 5-9
(3) _____ 10-19
(4) _____ 20 or more

_____ 15

10. Since you are a re-entered student, which of the following answers best describe why you left school? You may check one or more.

_____ 16

(1) _____ to go to work
(2) _____ to enter the military
(3) _____ to get married and/or raise a family
(4) _____ lack of funds
(5) _____ completed a degree
(6) _____ I moved
(7) _____ other

11. There may be several reasons for your re-entering school. Check one or more items to explain your situation. _____ 17

I am re-entering
(1) _____ not to earn a degree
(2) _____ to earn a degree
(3) _____ to advance in present job
(4) _____ to acquire new relationships
(5) _____ to train for a change in occupation
(6) _____ for social status
(7) _____ to grow as a person
(8) _____ other

12. How long was your schooling interrupted? _____ 18
(1) _____ 2-4 years
(2) _____ 4 1/2-10 years
(3) _____ 10 1/2-15 years
(4) _____ 15 1/2-20 years
(5) _____ more than 20 years

13. What was the 1976 gross income for you and/or spouse?
(1) _____ $4,999 and under
(2) _____ $5,000 - $9,999
(3) _____ $10,000 - $14,999
(4) _____ $15,000 - $19,999
(5) _____ $20,000 and over
(6) Don't know

Thank you for helping us with this survey.